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ABSTRACT

This paper describes the development of a reading program based on popular television broadcasts. The project was carried out in one inner-city middle school--seventh and eighth grades--(Rhodes Middle School, Philadelphia). The aims of the project were to use television as a means for children to read and for drawing administrators and teachers into utilizing the television teaching technique. The Individualized Television Reading Program was used by four teachers and 850 students over a 5-week period. A survey determined the students' favorite programs, which were then video-taped and their scripts obtained. Classroom exercises in which the script was the basic resource enabled the students to use the television dialogue while working on skill lessons for reading. The project appeared to be successful, generating positive response from students and teachers, reducing absenteeism and discipline problems among the experimental group, and eliciting requests for the program from other schools in the city. Although the interest was high, and expansion of the program into many schools was assured, there appeared to be a need for additional evaluation to ascertain reading achievement and motivation to learn in measurable terms. (WR)

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THE INDIVIDUALIZED TELEVISION READING PROGRAM

by

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The E. W. Rhodes Middle School, Philadelphia, Pennsylvania

Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

August 1973

CS 001 111

Bernard Solomon

THE INDIVIDUALIZED TELEVISION READING PROGRAM
(Practicum report submitted to meet requirements for the degree of Doctor of Education, Nova University, Ft. Lauderdale, Florida.)

The E. W. Rhodes Middle School, Philadelphia, Pennsylvania

Solomon describes a project to introduce a reading program based upon the classroom out of popular television broadcasts into one inner-city middle school. The aims of the project were to use television as a means for children to read and for drawing administrators and teachers into utilizing the television teaching technique. The Individualized Television Reading Program was used with four teachers and 850 students over a five-week period. A survey was used to determine the children's favorite programs, which were then video-tapes and their scripts obtained. Classroom exercises in which the script was the basic resource enabled the students to use the television dialogue while working on skill lessons. The project appeared to be successful, generating positive response from students and teachers, reduction of absenteeism and discipline problems among the experimental group and eliciting requests for the program from other schools in the city. Although the interest generated has been high, and expansion of the program into many schools virtually assured, the author believes that additional evaluation is required to ascertain reading achievement and motivation to learn in measurable terms.

ABSTRACT

The purpose of this practicum was to implement the Individualized Television Reading Program in one inner-city middle school and draw those administrators and teachers who are charged with the responsibility of teaching reading into utilizing this innovative method for the following school year. The response was so overwhelming that in addition to a commitment for change in the one middle school, many other schools in Philadelphia now wish to participate as well as other school systems across the nation.

INTRODUCTION

Raising reading achievement levels has been a difficult task especially in the inner-city school. There is a variety of reasons why many students read poorly or not at all. One reason is that students have not been motivated to read. It is with this area- motivation- that The Individualized Television Reading Program was developed.

Television represents an exciting and entertaining part of an individual's life. Heretofore, television has not been utilized as a positive device in reading instruction in the schools. By determining children's favorite programs, videotaping and acquiring the scripts, developing a prescription for reading skills attack from the scripts, an highly exciting and captivating program was developed to motivate students to read.

The Individualized Television Reading Program is flexible and suits the needs of the students. However, a general syntax can be distinguished with various learning phases.

Although the long range objective is to change the way reading is taught, the mini-practicum dealt with the first phase of a grand scheme- one inner city middle school's commitment to use the Individualized Television Reading Program.

The Individualized Television Reading Program was used with four teachers and 850 students over a five week period ending in June 1973. The results- noted in testimonials from students, teachers, and administrators- were overwhelmingly positive. The excitement generated from this initially-perceived success brought national media coverage.

Although the interest generated has been exceptional and expansion into many schools virtually assured, substantial and reliable evaluation procedures must be used to ascertain the measureable effects in terms of reading achievement and motivation to read.

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THE INDIVIDUALIZED TELEVISION READING PROGRAM

By Bernard Solomon

Administrator- The Individualized Television Reading Program.
Mini-Practicum held at The E.W. Rhodes Middle School
58th and Clearfield Streets, Philadelphia, Pa.

STATEMENT OF THE PROBLEM

One of the greatest difficulties facing educators today is in the area of reading instruction. Vast sums of money have been spent only to realize failure in significantly altering many students' poor achievement. Students in large numbers are not being motivated to read. Commercial reading programs have failed to solve the problem.

The Individualized Television Reading Program was developed specifically to motivate students to learn to read. This writer and an associate conceived and created the new technique.

DESCRIPTION OF THE INDIVIDUALIZED TELEVISION READING PROGRAM

The Individualized Television Reading Program utilizes current television programs to motivate students to learn to read. The basic element is that by capturing the already-existing excitement of popular television programs, a reading experience will develop.

All the 850 seventh and eighth grade students in the Rhodes Middle School in Philadelphia participated in The Individualized Television Reading Program. The students participated with the four Language Resource Center (LRC) teachers- a LRC teacher is one who offers language arts materials to all the students. All students in the school were scheduled for two LRC classes a week. Initially the sample population, arbitrarily chosen by the principal, was to be limited to the 850 seventh and eighth grade students. However, after a short period of time, the fifth and sixth grade students demanded that they participate. Where possible the lower grades were accomodated; other students not in the program were permitted to borrow scripts even though they did not see the videotape. Sanford and Son, Kung Fu, Lucy, The Fbi, Mission Impossible were some of the programs listed by the students as their favorites.

Once the favorite programs were identified (a small demographic type survey was made among the students) videotapes of those programs were made. Permission was sought and granted. However, it was

an extremely difficult task to initially obtain permission. But after the television executives realized that the project was purely educational and not commercial, the assistance flowed and the executive producers proved to be extremely generous and helpful.

With the videotapes and their accompanying scripts the basics were present for building a reading program. The teachers analyzed the needs of the students and identified what they felt to be the most outstanding skills deficiencies. Exercises, using the script as the basic resource, were made so that students would use the actual television dialogue when working on skills lessons. The scripts, broken into segments and exercises, were developed by this writer, the reading specialists, and the participating teachers.

The scripts and exercises were then duplicated by the school system's printing facilties. Dubs of the videotapes were made for classroom use. Two videotape machines and monitors(also an RF Converter to permit use with a large screen television) were shared between the four teachers. A schedule was devised

so that the use of the videotape machines would be efficient.

Once the material was prepared and duplicated the teacher made use of the material in the following way(individuality in format use was encouraged where this would benefit the students):

Phases:

Phase I- Script Skimming

A segment (ten to 20 pages) of the script is given to each participant. This script segment corresponds to the video segment to be shown.

Generally, this phase was used in a structured way where the teacher introduced the lesson and, in many cases, began to discuss the skills which were eventually going to be taught.

Phase II- Video Viewing

The participants view the television segment.

An interesting but unexplained phenomenon often took place during this phase- the students tended to

follow the script and looked up occasionally at the screen. Why the students did not place the scripts aside and enjoy the show is unknown. However, each program developed a reading pace which many students followed. This phase usually coincided with the program's format and would normally end at a natural break- the commercial.

Phase III- The Mini Lesson

Each script segment lends itself to particular skills. Some segments are more suitable for inference skills while others are better suited for different sorts such as phonics, sequence, etc. Maximum use is made of these segments so that the presentation of the skill is done at the most opportune time. Therefore, the instructor introduces the skill at this phase which tends to be more natural than with artificially devised material.

Phase IV- The Mini Exercise

The skill is reinforced by a mini exercise which is extracted from the actual video portion viewed.

Phase V- Television Acting

The students use the actual script to act out the parts. A student-director is chosen to help in the "production." Referral is made back to the videotape to obtain pronunciation, inflection, inference, etc.

Phase VI- Enrichment Activities

Enrichment activities occur such as creative writing, script development, television taping, etc., to further the individual abilities of the students.

THE REQUIRED INPUTS

It is beyond the scope of this mini-practicum to elaborate upon the psychology of many school administrators. Suffice it to say there was considerable politics involved especially from those who feared anything new and innovative. However, the essential approval of the district superintendent, the principal, the teachers, and students was obtained.

TIME SPAN

The mini-practicum covered a five week period ending in June 1973.

FUNDING

Elaborate staff and funding was not needed. The teachers were given a one hour demonstration and then were supervised in the classroom for two days by this writer or his associate. No additional staff was used and once the teacher felt comfortable using the videotape machine she was left in total control of the program in her classroom.

Videotape machines and tapes which were sitting idle in the school were used for this project.

The only remaining cost was for duplicating which was absorbed in the operating budget of an interested associate superintendent.

THE LONG RANGE OBJECTIVE

This writer wishes to change the way reading is taught by encouraging school systems to replace dull, boring, monotonous material with brilliant, captivating, enjoyable, and exciting reading matter. Through the success of the Individualized Television Reading Program and its coverage in the media, school systems might be

encouraged to reevaluate their own approach to the teaching of reading and therefore change their present techniques. Substantive and reliable evaluation must categorically support observed achievement in order to further the use of this technique. However, this long range endeavor is beyond the scope of this mini-practicum.

THE MINI-PRACTICUM OBJECTIVE

The objective of this mini-practicum was to obtain the acknowledgement of the principal, four teachers, and students (850) in one inner city middle school that The Individualized Television Reading Program had sufficient merit to warrant its continuation for the following school year. If the administrators and staff had agreed to change their techniques towards the teaching of reading then the goal would have been reached.

EVALUATION

"Hard Data" as to absolute achievement levels are necessary for responsible judgements on the program's long range effects. A full research and evaluation design was beyond the scope of this mini-

practicum as the purpose was to achieve a commitment toward change and the results were based on interviews.

METHODOLOGY, COLLECTION, AND TREATMENT OF THE EVALUATIVE MATERIAL

At the onset, the evaluation design consisted of a method of soliciting opinions, attitudes, and general feelings toward The Individualized Television Reading Program. However, after one week the teachers were enthusiastically relating astounding success. This enthusiasm was sustained throughout the entire practicum period. No specific evaluation was necessary as the principal and teachers volunteered written statements for publication in the school district's newsletter, The Philadelphia Inquirer, The New York Times, and personal interviews for Newsweek Television Newservice(a national television service) and WCAU-TV (the local CBS owned and operated station.)

As the press was highly skeptical and most thorough in its investigation, the stories and television coverage represent an objective assessment of the program's potential.

SUMMARY OF RESPONSES

Astounding success in terms of the program's potential was related by all concerned. The teachers reported a sharp drop in student absenteeism after the program was initiated. This led teachers to believe that students want to learn and will enthusiastically participate without "being forced to." If the subject matter is "relevant" then students will become active.

In addition to the upswing in attendence, discipline problems became virtually non-existent. The teachers noted that the students enjoyed class and would not act in a way which would interfere with the enjoyment (the learning process).

Remarkable results were being exclaimed. Teachers were reporting that students who had been classified as non-readers were now asking the teacher and fellow students, without shame, to help them read their favorite star's part. Apparently the desire to act out the part of the student's hero was so great that it overcame the strong inhibitions and fears about reading aloud. Also, a rapport between the students

on an educational level (a peer teaching relationship) began to develop as small "casts" attempted to imitate the actors' roles.

The teachers were exuberant whenever they were asked about the project. A change in the teachers' attitudes toward their job was noted. The principal noticed that the participating teachers had not been taking sick days as frequently as before and began to reiterate the enthusiasm of the teachers. The teachers also felt that their job was now so much more meaningful since they were seeing achievement and felt a great sense of accomplishment. In other words, the teachers were happy about their jobs because the children had become happy with them.

The program appeared to be successful. This positive feeling had permeated the entire school. Students not involved in the program were demanding that they participate. Other teachers began to ask to be a part of the program and many were indignant when they learned that the program had not been offered to them. Many other teachers in the school had insisted that they have the opportunity to use the

Individualized Television Reading Program in their classes for the following year.

Children were actually stealing the scripts. The scripts became very valuable since so many "disappeared." As a result, extra scripts had to be duplicated in order to have a minimum supply for classroom use.

An unexpected spin-off came in the area of typing. The typing teacher exclaimed that he had no free periods as the typing students were coming to his room during their lunch periods waiting to type the scripts that they wrote at home. He never saw such enthusiasm in his typing room and was delighted to see the students practice typing even though they did not use his material.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The goal of the mini practicum - a commitment to use The Individualized Television Reading Program for the following year - was achieved. The reactions to the material were positive and sincere.

As a result of this initial success, dozens of schools in Philadelphia have requested the program for the following school year.

As a result of the national publicity, school systems throughout the country are asking for materials so that they can use The Individualized Television Reading Program.

Recommendations for further study

The reaction to the program has been overwhelming. A major endeavor must follow in order that other schools and school systems use this new technique. A highly organized and coordinated effort must be developed in order to efficiently administer this program which will expand rapidly.

A major and thorough evaluation must be made using substantial and reliable measurement techniques over the next school year. It is essential that "hard data" be objectively presented in order to substantiate the claims made by the participants. Intense evaluative material must be made available to insure that the observed success is valid. With substantial, reliable, and independent evaluative data to verify the program's

success, a change in the techniques of reading instruction might occur throughout the United States.

APPENDIX A

INDIVIDUALIZED TV READING PROGRAMS

"TURN ON" STUDENTS [1]

Mr. Bernard Solomon and Mr. Michael McAndrew have been getting students at Rhodes Middle School "turned on" to reading by having them turn on their class TV set. They have developed an approach to reading which utilizes existing popular TV programs. They have been able to provide classes at Rhodes with videotaped current commercial TV shows, the professional TV scripts (actually used by the actors), mini-lessons developed for particular skills, and mini-exercises for particular skills extracted from the actual script.

The following are excerpts from statements issued by all the teachers presently involved in the TV Reading Program.

Mrs. Sylvia Blackwell, Rhodes Middle School--

"The Individualized Television Reading Program is one solution to the creative teacher's search for an exciting and more enjoyable way to teach reading. Drawing upon the wealth of material available on television today, a stimulating environment is provided for the teaching of reading.

"Students read the professional scripts of their favorite television programs while viewing the show.

"The magic ingredient of motivation charges the classroom. "Turned on" students take turns role-playing and compare performances to the television presentation."

[1] Reprint of article from DISTRICT 4 COMMUNICATON, School District of Philadelphia, Office of the District Superintendent. Vol. VII, No.6: May, 1973

Mrs. Elizabeth Riley, Rhodes Middle School--

"Many students are presently writing their own scripts after having read, dramatized and viewed: Brian's Song, Lucy, and Sanford and Son. Of the eight sections involved in House D, there are ten completed scripts written by students. The students will serve not only as writers but as directors, cameramen, producers and actors. This is <u>their</u> program and we, as teachers, provide stimulus, encouragement, and skill development.

"Capitalization, punctuation, parts of speech, and other language skills have become meaningful and relevant. Students are encouraged to be creative when developing their scripts."

Mrs. Dazzerine W. Green, Rhodes Middle School--

"We have encouraged the full participation of the class. Even the seriously handicapped reader joins in without undue embarrassment."

Mrs. Ruby Bratcher, Rhodes Middle School--

"My students' interest and enthusiasm carry over from the TV viewing and reading of professional scripts into the follow-up activities designed to improve individual reading skills in listening, speaking, reading, and writing."

Mrs. Mary Smith, Gillespie Junior High School--

"I'm glad Mr. Dickerson was so quick to recognize the high motivational aspect of this program. Our students are so excited they can't wait to try writing some of their own--and they are reading the professional scripts! "

Need we way more? The motivation problem, by being successfully built-in, has been overcome and the

children are responding magnificently. Properly guided by Katherine Jackson, District 4 Reading Manager, and her innovative reading staff, this reading approach promises to fill a great need for the children of our district.

> In all my experience I have never had a program come into the school which has so stimulated and excited the children toward an activity which has learning as its main focus. To my mind, this is the most important factor because once we get a youngster "hooked" and can make capital of this gain, the pupil himself will generally begin moving

With many of the schools having to face the problem of teacher turn-over, vacancies and substitutes it is possible, with proper organization, to have a program of this nature while teachers are enabled to use the lead time to acquire the necessary skills to teach Reading.

There are significant aspects to teaching as it relates to this program. For example, in the hands of the skilled teacher, word recognition

PHILADELPHIA INQUIRER
FRIDAY
JUNE 15, 1973

TV, Scripts Spark Kids In Reading

By LINDA LOYD
Inquirer Education Writer

Opening scenes of "Kung Fu" flashed across the television screen, and Elliot Moore, 13, riveted his attention first on the closed-circuit set at the front of his classroom, and then on a script of the program.

"I never used to read. I wasn't very good at it," whispered the 7th grader, gingerly tracing the written dialogue of the current television show.

The youngster is one of 850 seventh and eighth grade students at the Rhodes Middle School in the heart of North Philadelphia who are learning how to read by watching videotapes of such television shows as "Sanford and Son" and "Here's Lucy."

The students read along on the scripts and in some cases, act out roles.

As Elliot spoke, 28 pairs of young eyes darted between the television, where the dashing hero of "Kung Fu" is a man named Cain, and their scripts on the table directly in front of them.

"This makes reading a lot easier, just to see the screen and hear the words as you read them," said Elliot. "I like reading a little better now."

Elliot and his classmates at Rhodes consider themselves lucky.

They are improving their reading skills—and in some cases learning to read—by watching their favorite television shows.

After all, they ask, how'd you like to see "Sanford and Son," "Here's Lucy" and "Bryan's Song" in reading class twice a week instead of poring over one of those "dull, boring" textbooks?

Continued on Page 7-A, Col. 1

Inquirer Photography by JOSEPH J. CONLEY

PUPIL, with script in hand, learns to read watching "Kung Fu" on TV.

TV a Big Hit In Reading Program

Continued from Page 1-A

"The idea is that a youngster watches television anyway — here we're using it as a learning activity," said Jacob Hoffman, principal at Rhodes, where about half the 1,600-pupil student body watches television to help they read.

Hoffman believes the program, thought to be the only one of its type in the country, has "great possibilities of expanding beyond reading to learn social studies, ecology and city government."

"We've just touched the tip of the iceberg," he said.

Called the "individualized television program," the plan was put into operation by the school district in early March after the teachers' strike.

It's too early to tell whether the program will actually boost reading skills as measured on standarized tests. The latest national test scores showed that 45 percent of Philadelphia public school children can hardly read, if at all.

But the four reading teachers at Rhodes who use the program say that daily attendance is higher, discipline problems have been virtually eliminated and previously "turned off" students are now "turned on."

In fact, the program is so popular that Mrs. Sylvia Blackwell's class of fifth and sixth graders asked if they could try it, too.

Here's how the program works: First students are asked to list their favorite television programs. Teachers then videotape the shows, after receiving permission from the program producers. The producers have also agreed to provide copies of the scripts.

The next step is to identify a student's reading needs. Students watch a five-to-ten minute segment of a TV program and then pause for a short lesson on a particular skill — phonics, vocabulary and so forth.

After that, students perform short exercises based on the program they have just seen, often creative writing and role-playing, in which they act out the popular stars of the program.

"We've seen brilliance in students that before now had been considered average," remarked Bernard Solomon, a central school district staff advisor who along with another supervisor, Mike McAndrews, dreamed up the concept three years ago when they were both classroom teachers.

"We saw that the problems of reading were not with the students but the producers and manufacturers of reading materials," said Solomon.

In devising the plan, they kept in mind that children generally love television and, by the time they graduate from high school, have sometimes spent more hours in front of the "tube" than in a classroom.

"But the most important thing," Solomon said, "we don't pay a nickel for these materials."

NEW YORK TIMES --SUNDAY
JUNE 24, 1973

'Kung Fu' and 'Sanford' Praised As Aids in Teaching of Reading

By WAYNE KING

PHILADELPHIA, June [illegible]—New methods of teaching reading to elementary school students [illegible] and from time to time [illegible] and Sons" [illegible] other regular [illegible] here in which [illegible] as a [illegible] ing children to [illegible]

The procedure [illegible] cated. The [illegible] was a program [illegible] showed a [illegible] while following [illegible] script of the [illegible] to them before [illegible]

"The [illegible] ject," said Dr. [illegible] case, an art [illegible] est in [illegible] two giant [illegible] Sanford and Son" [illegible] drama, devotional and [illegible] mental the program.

The technique is still experimental, but the enthusiasm with the program has greeted it among parents and teachers is evident in the broad response from [illegible] necessary schools in the [illegible] tem to implement it in [illegible] classrooms next year, according to Dr. Marcase.

Archdiocese Shows Interest

The Philadelphia archdiocese has also shown an interest in the technique for use in its [illegible] parochial schools [illegible] here, and Dr. Marcase reported that New York school [illegible] were studying it for possible use there.

A thorough evaluation of how well students [illegible] for the program [illegible] better reading scores [illegible] this are [illegible] Marcase said, but preliminary testing and observations indicate that the program is highly effective.

Moreover, the students not only show much motivation to learn to read, but teachers who are using the [illegible] say that their students are showing strong interest in writing, and a number have begun to be admitted to [illegible] so they can write their own scripts.

"No program of this kind is a panacea," Dr. Marcase said. "It is one [illegible] to see the [illegible] of students to learn to read is a great problem [illegible] is a most urban problems."

How Students Rank

Last year, about 60 percent of [illegible] students in Philadelphia ranked in the [illegible] ninetieth national [illegible] ing scale on reading [illegible] at or below the [illegible]

[illegible] remains to be seen [illegible] lation remains to be [illegible] were [illegible] Rhodes Middle School, where the program has been [illegible] was [illegible] great student interest.

In the experiment at the Philadelphia schools, students who had previously dozed off during [illegible] were [illegible] parts about other scripts provided by the producers of

Attendance Reduced

"[illegible]," she [illegible] were [illegible] want to [illegible] show up at all. Now [illegible] off absenteeism way down, and you wouldn't believe [illegible]."

Other teachers using the [illegible] had similar comments.

The [illegible] reinforce the basic [illegible]—[illegible] out the [illegible] to the students, giving a brief explanation and turning on the set. There are follow-up lessons, derived from [illegible]—how the words are used, what they mean, sentence structure and, occasionally, a discussion of the storyline of the film itself.

There are also short exercises keyed to the programs, reading aloud from the scripts and, for some, writing their own scripts.

Neither the students nor the originators of the program know exactly why it works.

"[illegible] of the things, I'm sure," said Mr. Andrews, one of the formulators of the concept, is that there is immediacy and relevance to television for these kids. They get to pick the programs they want to see, so they're seeing what they want to see.

'They Want to Learn'

"What it does is that we don't [illegible] exactly why they don't [illegible] the scripts and similar [illegible] programs. But [illegible] we [illegible] that their [illegible] even to the [illegible] level. They [illegible] on [illegible] but by [illegible] follow [illegible] really want [illegible] to read."

Dr. Marcase, who is equally [illegible] about the translation [illegible] to [illegible] across [illegible] is [illegible] a basic [illegible] in addition to learn to [illegible] the written word—[illegible] that is [illegible] [illegible] by [illegible] [illegible] [illegible]

SANFORD AND SON

FADE IN:

LAMONT IS STANDING OVER A STOVE PREPARING BREAKFAST WHEN HE RESPONDS TO THE RINGING OF THE TELEPHONE.

LAMONT
Oh, you miserable...

Lamont leaves stove, runs through door and picks up the telephone.

LAMONT
(continuing)
Hello? Good morning, Bubba... Yeah, I'm sure. I just passed his room and the snoring has stopped and the groaning has started, so he's up. Listen, Bubba, I don't have time to talk to you now cause I'm fixing myself some breakfast. OK? What? I'm having some eggs. Yeah, fried. No potatoes, Bubba. And coffee. But... and toast Bubba. Whole wheat, Bubba. I gotta hang up now, OK? Good bye.

Lamont hangs the phone up.

CUT TO LAMONT ENTERING THE KITCHEN

He notices smoke coming from the pan and angrily shakes his fists while hurrying to the pan. Places burning pan into the sink.

CUT TO FRED

As he is walking down stairs with a large cloth tied in a bow around his head, entering kitchen.

CUT TO FRED IN KITCHEN

Lamont turning around while Fred looks around as asks...

FRED
Hey?

LAMONT
Listen. Don't say it. Don't say one word Pop, because if you do, the headlines in tomorrow's paper will be "son goes berserk and attacks old man."

CUT TO CLOSE SHOT OF FRED

As he is shaking his head not understanding what has happened.

FRED
Hey, what are you talking about?

Fred - As he takes seat at table.

CONTINUED

LAMONT
Hey, I'm talking about this dumb breakfast that I just ruined. Say, why can't you cook breakfast, Pop? It's your tooth that's bad, not your hands. And speaking of that tooth, when are you going to do something about it? This has been going on for over a week and it's not getting any better.

FRED
I told you I don't want no dentist be fooling around with my mouth.

LAMONT
Why not?

FRED
Cause they make me nervous. All them drills and chisels and screwdrivers they be sticking down your mouth. They don't even care if they hurt you or not. They just yank you and thank you.

LAMONT
That's the way it used to be, Pop. Nowadays they give you one of them needles and you don't even know what hit you.

FRED
Oh, now I know I ain't going.

LAMONT
Well, why not?

FRED
Are you kidding? A needle? I don't want to get hooked on that stuff. It would change me from "Friendly Fred" to "Junkie Joe."

LAMONT
No, they give you a shot of novacaine.

FRED
Novacaine! What, what for?

LAMONT
It deadens your mouth. And in your case that sounds like a terrific idea.

FRED
Well, ain't nobody going to give me no shot to deaden my mouth or nothing else. Everything stays alive.

CONTINUED

LAMONT
Well, you're just going to walk around here looking like a big, foolish rabbit... I'm going to start calling you 'Bugs Bunny.'

FRED
Ah, don't worry. I'll cure it. What do you think they did before they had dentists.

CLOSE TO LAMONT

LAMONT
They hollered a lot... and finally all their teeth fell out and they spent the rest of their days sitting in a cave gumming grits.

Knock at door

BACK TO SCENE

Lamont and Fred at table.

LAMONT
Who is that?

Fred getting up from table.

FRED
I think it's Bubba. He's supposed to bring me something.

Fred starts towards living room calling out.

FRED
Come on in, Bubba!

CUT TO BUBBA - As he enters through front door.

Bubba closing door.

BUBBA
Good morning, Fred.

FRED
Good morning, Bubba.

CUT TO FRED - As he comes to greet Bubba.

FRED
Did you get it?

CUT TO BUBBA - As he is opening bag.

BUBBA
Right here, old buddy. (taking out bag displaying it) The old "Aciphizity bag."

CONTINUED

FRED GRIMACES - As he smells it and staggers.

FRED
OO, WEE, that stuff is strong.

BUBBA
It's supposed to be. That's how you know when you've got a good batch.

BACK TO FRED

FRED
What do I do with it, Bubba? Put it upside my check?

CLOSE TO BUBBA

BUBBA
That's all. Just lay it up beside the sore side.

BACK TO SHOW BUBBA AND FRED

Bubba taking Fred by the shoulder.

BUBBA
)(continuing)
Here, let me take a look at that sore side.

Bubba looks down into Fred's open mouth.

BUBBA
(continuing)
(concerned) OOOH, that's ugly!

FRED
What way you looking at, Bubba?

BUBBA
On the left side, toward the front. <u>That is ugly</u>!

Fred - Correcting and gesturing.

FRED
It's on the right side, toward the back.

BUBBA
Oh, (looks at new area) That's uglu too!

PAUSE

BUBBA
(continuing)
You got a lot of ugliness in your mouth, Fred.

CONTINUED

BACK TO FRED - As he reacts to last statement.

FRED
Well, at least mine is on the inside, Bubba.

Bubba - Taken back.

BUBBA
Yeah?

Fred - Laughing

FRED
I was only kidding, Bubba.

Bubba - Smiling

BUBBA
Yeah, Ok, Fred.

Fred and Bubba walk to door.

FRED
Thanks a lot, hear?

BUBBA
(leaving)
Ok, Fred. Hope your tooth gets better

STAY ON FRED

FRED
I hope so too, Bubba.

FRED TURNS TO RETURN TO KITCHEN

FRED
(continuing)
See you, hear.

FRED CONTINUES TO KITCHEN

FRED
(continuing)
Hey, son. Lamont?

CUT TO INT. OF KITCHEN SHOWING LAMONT AT THE TABLE, DRINKING COFFEE

FRED
OK - you want to know how I'm going to cure my toothache without going to the dentist -

Fred walks to side of Lamont and displays the cure-all bag.

FRED
(continued)
Here's how.

CLOSE TO LAMONT - As he stares unbelieveingly at the bag dangling in front of him. He sniffs the aroma, and turns away quickly.

PILL BACK TO SHOW FRED AND LAMONT - With Lamont almost jumping out of his chair.

LAMONT
Good Lord, Pop! What is that?

Fred walking toward Lamont

FRED
It's a toothache remedy Bubba got from his grandmother.

Lamont continues to back away.

LAMONT
That stinking stuff? (Fred nods)
What do you call it?

CLOSE ON FRED - Agreeing.

FRED
Stinking stuff!

They both look at bag.

LAMONT
(pointing)
And that's going to cure your toothache?
Well, what's inside of it anyway? What is it?

FRED
It's an acidphizity bag!

Lamont can't believe what his father is saying.

LAMONT
A what?

FRED
(persistently)
It's a acidphizity bag! See, it wards off all kinds of illness - you know,like colds and flu (Lamont looks away disgustedly) and pneumonia, and toothaches.

LAMONT
(as he circles around Fred)
Yeah - well, just what is inside that bag?

Fred Turns toward Lamont.

FRED
Well, it got the shell from a rotten egg and a rotten yolk from a rotten egg - and the end of a rotten carrot...

Fred continues to display bag.

FRED
(continuing)
and a whole clove of garlic...

Fred gets bag and places it between the cloth around his cheek.

FRED
(continuing)
... ROTTEN!

LAMONT
You wear that thing and a garbage truck will pick you up.

BACK TO SHOW LAMONT GOING TO SINK, AND FRED FOLLOWING HIM

FRED
What did you say?

Lamont backing up from sink and gesturing for his father to stay away.

LAMONT
Nothing... don't come near me with that thing. Just stay away from me...

Lamont starting to leave kitchen and go back to living room - with Fred continuing to follow.

LAMONT
(continuing)
That smells terrible. I don't know how you can wear that around...(gesturing again) Don't come near me!

CUT TO INT. OF LIVING ROOM - SHOWING LAMONT

FRED
Listen, if I feel bad...

Lamont interrupting.

LAMONT
...Listen, if your tooth isn't any better when I come back here for lunch (pointing at Fred) you're going to go to the dentist, you got that? And I'm not going to argue...

Lamont continues to back away from Fred and his cure-all.

CONTINUED

LAMONT
(continuing)
Don't come near me!

FRED
Wait a minute!

Lamont picking up his jacket.

LAMONT
I'm not going to argue with you, Pop. You are going to the dentist. (waving his father back) Don't come near me.

Fred appealing to Lamont.

FRED
I don't want to go to no dentist. Look here.

Lamont at door.

LAMONT
...And get that smell out of this house.

Lamont leaves.

FRED
Wait a minute,son.

DOOR CLOSES AND FRED STARES FOR A FEW MOMENTS

Fred turns around and begins to sniff. It is obvious that he doesn't enjoy what he smells. He goes to the secretary - and takes an air freshener spray can from it. Fred begins to spray the air around the room. He then turns the spray on himself. He sprays around his head, making faces as he does so. He finally takes the cure-all bag from the cloth around his head - holds the bag away from him at arms length and really sprays all of it...

CUT TO LATER IN DAY

Lamont is entering living room.

LAMONT
Hey, Pop. Are you home?

FOLLOW LAMONT - As he moves toward staircase.

LAMONT
Hey, Pop. You up there?

Lamont looks around confused as to where his father is. He hears a voice coming from the kitchen.

V. O.
You're getting sleepy, sleepy.

[illegible] kitchen door and listens.

V. O.
(continuing)
You are completely relaxed. You will follow my instructions and you will be completely relaxed.

[illegible]

[illegible] TO INT. KITCHEN, AS LAMONT ENTERS

V. O.
(continuing)
When you awaken from this experience, you will be completely relaxed and without pain.

[illegible] SHOWING FRED WITH OTHER MAN

Man - Waving locket back and forth in front of Fred.

MAN
The pain will be gone. No more pain!

BACK TO SCENE

Fred, Man and Lamont. Man still waving locket, trying to hypnotize Fred. Lamont approaches apprehensively.

LAMONT
What is going on in here?

Fred and man look up at Lamont.

FRED
(angrily)
You big dummy! See what you did. You broke the spell.

LAMONT
(gesturing)
Well, what is this? What are you doing?

CLOSE TO FRED

FRED
He was hypnotizing me out of my pain... and you messed it up.

CLOSE TO LAMONT

LAMONT
Hypnotizing?

CONTINUED

TO FRED

FRED
That's right! This is a friend of Bubba.

PULL BACK TO SHOW

Fred, Lamont and Man.

FRED
(continuing)
He's a trained hypnotist. Professor Poll!

The Professor gets up to shake hands with Lamont.

PROFESSOR POLL
(with emphasis)
Professor Sylvester Poll.

Lamont - Unbelieveing.

LAMONT
And you're a hypnotist?

PROFESSOR POLL
Among other things.

Lamont looking him up and down.

LAMONT
Well, what does that mean?

CLOSE TO POLL

POLL
I'm also a handwriting expert, a certified Public Accountant, and a hairstylist.

Lamont reacts to last remark.

LAMONT
And, you're going to hypnotize my father out of his toothache?

CLOSE TO FRED

FRED
And he was doing it, too. Then you walked in and the pain came back. Not in my mouth, but a lot further down.

STAY ON FRED - As he registers a disgusted look.

CONTINUED

LAMONT
Hey Pop, are you serious. You actually think you can get rid of a toothache with hypnotist.

FRED
I actually think so.

LAMONT
Ar, man. I dont believe this.

POLL
Why are yea fearfull, Oh yea of little faith.

LAMONT
Are you also a minister?

POLL
I am a minister, a Justice of the Peace and a Reformed Rabbi.

FRED
See there? Come on Professor, Let's get on with it. Now, listen here, if you are going to stay in here you will have to hust. Because this room is being used for hypnosis. Let's go Professor

Poll resumes his position opposite Fred at the table. He continues to use locket to try to hypnotize Fred. Lamont remains unconvinced.

POLL
Alright. Now keep your eye on the swinging pendant, Mr. Sanford. You will find yourself getting completely relaxed. You will do as I say and I will rid you of your pain. You will do as I say? Very well then. First I want you to raise your right arm, and hold it straight out... when I count to three, you will raise your right arm. I will become rigid, stiff as a board. You will not be able to move it.

FULL SHOW to show all three, with Lamont staring at locket.

POLL
(continuing)
One... two... three...

At end of count, we find nothing happening to Fred, but Lamont has obeyed the command! He stands there with his right arm extended.

CLOSE ON LAMONT - As he appears under the spell of Professor Poll. Poll and Fred don't notice.

POLL
(continuing)
...Mr. Sanford, you weren't concentrating. You must help me. Now, I'm going to ask you ro raise your left arm. Your left arm, it will be come rigid, stiff as a board, you will not be able

(MORE)

CONTINUED:

POLL
(continuing)
to move it. When I count to three you will raise your left arm. One... two... three.

Again nothing happens to Fred. PULL BACK TO SHOW - Lamont now with both arms extended like the wings of a plane.

Poll can't believe that the hypnosis is not working.

POLL
(continuing)
What is the matter, Mr. Sanford?

FRED
Well, Professor, I can't concentrate. (Fred gestures toward Lamont) My son here...

They both now see what has happened to Lamont. Fred is shocked.

FRED
(continued)
What happened?

Poll and Fred get up from talbe and flank Lamont.

CLOSE TO POLL.

POLL
(explaining)
What happened is that your son is obviously w illling subject. He is in the state of hypnosis.

LONG SHOT SHOWING ALL THREE

FRED
You're kidding!

Poll folding arms.

POLL
No. It is a fact!

Fred looking Lamont over.

FRED
You mean, he will do anything that you say?

POLL
Just about.

Fred looking at Lamont's predicament. Then saying jokingly.

FRED
Tell him to fly out of here.

CLOSE TO POLL - Rejecting Fred's suggestion.

POLL
No. What I better do is snap him out of it.

Poll begins to try to snap Lamont out of his trance. Talks directly to Lamont.

POLL
(continuing)
(commanding) Young man. When I count to three, you will lower your arms and you will feel better than you've ever felt before. ONE... TWO... THREE!

Poll claps his hands together.

Lamont now out of the trance. He looks at both Fred and Poll.

LAMONT
Well, I'm still waiting.

FRED
Yeah. Well, you big dummy, while you were waiting, he hypnotized you.

LAMONT
What are you talking about?

CLOSE TO FRED

FRED
That right. You was standing there with your arms spread out like that (gesturing). All you needed were some tail feathers, and you'd look like a buzzard.

CLOSE TO LAMONT - Doubting

LAMONT
And you expect me to believe that?

CLOSE TO FRED

FRED
Ah, you don't have to believe that. I saw you. You were standing there all glassy-eyed, just like' my cousin, T. J., when he found out he was drafted. Wasn't he, Professor? Didn't he? He was out!

POLL
(agreeing)
That's right. (to Fred) You care to go on, Mr. Sanford?

FRED
No, Professor. (now accompanying Poll to front door) That little bit did me swell.

POLL
Fine.

FRED
I sure appreciate you dropping by. I feel good.

CUT TO INT. LIVING ROOM

As Fred and Poll enter from kitchen.

FRED
Say, listen, Professor. How much do I owe you?

POLL
Well, because of the interruptions, I will only charge you two dollars.

Fred reaching into pockets.

FRED
Two dollars.

Poll noticing Fred's liquor cabinet.

POLL
And, I will have a tiny shot of something, if it is alright?

Fred - Giving permission.

FRED
Sure, go right ahead.

FOLLOW POLL TO LIQUOR CABINET

He helps himself to a bottle that is about one-third full. Poll pours all into a tall glass, while Fred gazes in amazement. Poll then begins to drink all of the contents of the glass without pausing once. Fred is startled. Poll finishes, places his glass on the table.

POLL
(to Fred)
Thank you. I am also an alcoholic.

Poll takes the two dollars from Fred, as we FOLLOW HIM TO DOOR. He leaves. Fred turns to reenter kitchen.

FRED (approaching Lamont)
Say, listen, Son. I know you're not going to believe this, but that guy made my tooth feel better already.

Lamont knowing that what Fred is saying isn't true.

LAMONT
Hey, that's great, Pop. If your tooth is ok, then you can have some lunch.

Both go toward table.

FRED
But, I ain't hungry.

Lamont continuing to tease his father.

LAMONT
Oh, well, if your tooth is alright, (Lamont goes toward refrigerator) how about drinking some iced water?

Lamont returns with water.

Fred can't bear the thought of iced water on his tooth.

FRED
I ain't thirsty either.

Lamont persistently.

LAMONT
Ah, well, listen, Pop. If you drink this iced water then that means I won't have to call up the dentist. (pointing to water) Now, if you drink this, your tooth is alright. (pushing it toward Fred) Come on, Pop. Drink some iced water.

Fred taking bottle from Lamont.

FRED
Well, I'll do it. But just to satisfy you.

LAMONT
(satisfied)
Ah, you're going to love that Pop.

CLOSE ON FRED - As he drinks iced water. We see his reaction, as the iced water begins to hit his bad tooth. Fred is obviously in pain, but won't admit it to Lamont.

LAMONT (O.S.)
How does the tooth feel? OK?

Fred, not saying anything, gives the ok sign to Lamont.

CLOSE ON LAMONT AND FRED

LAMONT
Is the tooth Ok? Are you sure the tooth is ok? (Fred nods) Well, let me see you smile.

CLOSE ON FRED - as he forces a smile.

LAMONT
(continuing)
Oh, your tooth is ok, Pop. You can eat anything. I don't have to call the dentist. How about some peanut brittle?

With that last remark, Fred leaves the kitchen to the living room, with Lamont close behind.

LAMONT
(continuing to tease)
Wait a minute. How about some ice cream?

CUT TO LIVING ROOM - As Fred starts upstairs, while waving Lamont off.

LAMONT
(continuing)
... Some ice cream, Pop? Where are you going? I don't understand. Your tooth is alright. Where are you going?

Lamont continues to look upstairs. He finally hears an ungodly scream from Fred, who was holding it inside himself all this time. Lamont smiles, and turns away.

FADE OUT:

END OF ACT I

APPENDIX F COMPLETING SENTENCES

SAMPLE EXERCISES

DIRECTIONS: THE WORDS LISTED BELOW WERE USED IN SANFORD AND SON--ACT II. IN THE BLANK SPACE WRITE THE WORD THAT COMPLETES THE SENTENCE.

POSITION OBVIOUSLY CORRESPONDENCE

ORAL UGLY

- -

LAMONT

1. What is wrong with you? You just insulted that man. Now, he's _____ a qualified dentist or he wouldn't be here with the title "Doctor." (looking away) I'm ashamed of you, Pop.

2. DOCTOR

No, my father is not a dentist. He is an electrician. Actually, I got started in dentistry through a _____ course.

3. DOCTOR

No, I went to night school at City College. Open, please. (the doctor peers into Fred's mouth) Uh, that's ____!

4. DOCTOR

Mr. Sanford. That tooth is in a tricky _____, and you should be in the best possible hands. I've asked Dr. Rogers to take over. He's the head of ____ surgery.

DIRECTIONS:

BELOW ARE 10 WORDS FROM ACT II OF SANFORD AND SON. SAY EACH ONE TO YOURSELF. THEN, IN THE BLANK BESIDE THE WORD, WRITE THE ENTRY FORM.

1. dok ter _____

2. klin ik _____

3. skwez _____

4. nurs _____

5. ik skuz _____

6. booch er _____

7. on ist _____

8. hurd _____

9. pe pl _____

10. sur jer i _____

DIRECTIONS: Below are selections from Act I of Sanford and Son. Choose the word that DOES NOT mean the same as the underlined word in the selection.

1. POLL
(Explaining)
What happened is that your son is OBVIOUSLY a willing subject. He is in the state of hypnosis.

a. plain
b. clear
c. invisible

2. LAMONT
And you expect me to believe that?

a. to be convinced
b. to be assured
c. doubt

3. FOLLOW POLL TO LIQUOR CABINET

He helps himself to a bottle that is about one-third full. Poll pours all into a tall glass, while Fred GAZES in amazement. Poll then begins to drink all of the contents of the glass without pausing once. Fred is startled. Poll finishes, places his glass on the table.

a. looks intently
b. stares
c. gropes

4. Lamont continues to look upstairs. He finally hears an ungodly SCREAM from Fred, who was holding it inside all this time. Lamont smiles, and turns away.

FADE OUT:
END OF ACT I

a. wail
b. howl
c. wimper

DIRECTIONS: FOLLOWING ARE WORDS TAKEN FROM KUNG FU. PRINT THE BASE WORD.

1. Establishing
2. created
3. produced
4. written
5. happened
6. glances
7. determined
8. contemplates
9. embarrassed
10. triumphantly
11. powerlessly
12. sympathetically
13. knocked
14. obviously
15. keenly

DIRECTIONS: Read the following sentences from KUNG FU, THEN write the meaning of the underlined word in the space after each sentence.

1. GALLAGHER (appealing)

No, no, no. You're my luck. And a gambler worships that. (urging Cain to reconsider)

_____

2. CLOSE TO Mrs. Gallagher, as she contemplates her husband's plea. She looks toward Cain, who is embarrassed listening to the conversation.

_____

3. Gallagher rushes off to gambling casino, as WE CLOSE TO CAIN, whose facial reactions disclose that he is keenly aware of just what makes Gallagher tick.

_____

4. CLOSE IN on Cain, as his attention is diverted toward a foreign object lying at the foot of the hill.

_____

5. Cain closely scrutinizes the man's face , as we hear groans originating from the body--communicating to us that he is still alive.

_____